Bergen Community College  
Division of Business, Arts, and Social Sciences  
Department of Social Sciences  

Course Syllabus  

EDU 226 Supervised Field Work Experience  

EDU-226 HY-001  
1 Lab, 2 lecture 3 Credits  
Prerequisite: EDU-120 and EDU-220  
Meeting Times: Tuesday  
Location: Online and in a field site classroom/4 On-Campus Meetings  

Instructor:  
Office Location:  
Phone:  
On-Campus Office Hours:  
Email Address:  

Course Description:  

This course features weekly participation in field site classrooms in order to give students an authentic teaching experience. Coursework focuses on creating developmentally appropriate lessons for young learners in preschool through third grade, with an emphasis on presenting mathematics and advancing literacy skills of these young students. All students enrolled in this course will develop a professional teaching portfolio. Lecture [1.00], Laboratory [4.00]. Prerequisite(s): EDU-120, EDU-220 or instructor approval.  

Student Learning Outcomes:  

As a result of meeting the requirements in this course, students will be able to:  
1. Evaluate developmentally appropriate instructional, assessment and management theories and apply in field experience classrooms  
2. Demonstrate an understanding of NJ Curriculum Standards  
3. Demonstrate professional behaviors during weekly field work participation and an ability to collaborate with cooperating teachers, supervisors and college instructors  
4. Evaluate theoretical teaching perspectives with practical classroom experiences
5. Develop self-awareness of weaknesses and strengths and the ability to informally assess their students’ performance during weekly lesson presentations in the field
6. Locate instructional resources, integrate technology and identify essentials of research-based curriculum planning and classroom management
7. Develop effective mathematics and literacy activities and integrate various skills and concepts with the thematic unit of the field classroom
8. Demonstrate the cultural sensitivity necessary for working with diverse student populations
9. Synthesize developmental and educational theory by creating lesson plans that are effective and engaging for preschool through third grade students
10. Demonstrate improvement in writing, presentation and critical thinking skills through weekly reflection essays

Means of Assessment:

A formal evaluation of your field work performance by your faculty supervisor and your cooperating teacher and a record of your field work hours are required. The additional means of assessment types utilized in this course are writing reflection essays, developing written lessons and activities and demonstrating these lessons in the field, creating a professional teaching portfolio to include a resume, cover letter, and teaching artifacts, and participation in various presentation activities related to coursework.

Course Content:

Supervised Field Work Experience is an academic course that integrates classroom learning with practical work experience directly related to a students’ program and career goals. Students will spend a semester working in an early childhood education classroom for children between 2 and 8 years of age. The lecture topics are designed to support students in their academic development and promote their professional success in the workplace.

Course Requirements:

For further clarification please refer to Field Work handbook

- All students must complete writing and reading assignments and participate fully online, on-campus and in the field.
- All students must have approved field work sites by the 3rd week of the semester.
• All students must attend an on-campus seminar which will take place in the first four weeks of the semester.
• Students will spend a minimum of three hours weekly at their field placements.
• All students will write essays to reflect on their field experience and performance.
• Integrate classroom theory with field site experience.
• Describe developmentally appropriate practice and how it relates to curriculum development in early childhood classrooms.
• Identify their age level preference so that they can pursue the appropriate teacher credential
• Justify and explain their career choice and work professionally with their cooperating teacher
• Create personal individual professional development goals.
• Demonstrate an understanding of the formal competency based evaluative instruments that measure field site performance
• Locate resources and identify essentials of good curriculum planning and classroom management

Means of Assessment:

A formal evaluation of your overall field work performance by your faculty supervisor and your cooperating teacher and a record of your field work hours are required. The additional means of assessment types utilized in this course are evaluation of lessons, writing assignments including the development of a resume, teaching philosophy, and reflection essays.

Other Suggested Reading:


*In addition to the above suggestions, online readings are posted weekly.

Grading Policy:

Students will receive a final grade in this course based on field work performance, midterm and final lesson evaluations, Moodle participation and written assignments and the development of a teaching portfolio. Course grade determination is as follows:

**Online Assignments/Moodle Participation/Online Attendance** 20%
Midterm/Final Lesson Evaluations 20%
Teaching Portfolio 20%
Weekly (8), Midterm and Final Field Evaluations 40%

Grading Policy:

All work is due on the date assigned. Work submitted after the due date will be deducted by one letter grade. No past due work will be accepted in the last month of the semester.

Grading Scale:

A  90-100
B+  85-89
B   80-84
C+  75-79
C   70-74
D   60-69
F below 60

Attendance Policy:

Students are expected to attend all four on-campus class sessions and to arrive punctually at these meetings. As this is a hybrid course, your weekly completion of all assignments posted on Moodle is mandatory as is your participation in your field classroom as described in this syllabus.

Each student is held responsible for all material presented and must incorporate the instructional strategies and best practices for teaching, which are presented on-campus and online. Written lesson plans must be approved by your cooperating teachers before demonstration in the field.

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic.

Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementation Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA.) Please review the college catalogue for further information on this topic.
Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog.

Please review the statement on acceptable use of BCC technology in the college catalog.

**Statement on Americans with Disabilities Act (ADA)**
Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

**Discrimination and Harassment Policy**
Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.

2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

**Acceptable Use of BCC Technology Resources**
Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College’s entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

**Expectations for Supervised Field Work Experience:**
Students are expected to plan a lesson/learning experience each week (10) for their field sites, (8) weekly lessons, (1) midterm lesson and (1) final lesson. All lessons will incorporate mathematics and/or language arts and may also address the following content areas: science, social studies, physical movement, social/emotional music and art. There is a strong focus on movement and music in the preschool, as a means to facilitate learning in all curriculum areas. These practices
<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Weekly Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Module | On-Campus Meeting: Sept. 1  
Contact your cooperating teacher.  
Developmentally Appropriate Instruction, Curriculum Standards/Lesson Planning |
|--------|----------------------------------------------------------------------------------------------------------------------------------|
| Module 2 | On-Campus Meeting: Sept. 8  
Meet with your cooperating teacher.  
Advancing the Literacy Skills of Young Children (Practice Lesson Plan) |
| Module 3 | On-Campus Meeting: Sept. 15  
Observe in your field site classroom. Plan your first lesson with your cooperating teacher.  
Mathematical Concepts (Practice Lesson Plan) |
| Module 4 | On-Campus Meeting: Sept. 22  
Begin supervised field work. Demonstrate your approved lesson plan in your field classroom this week.  
Circle Time and Classroom Management Techniques (Lesson Plan 1) |
<p>| Module 5 | Teaching Mathematics/Thematic Curriculum (Lesson Plan 2) |
| Module 6 | Social and Emotional Development (Lesson Plan 3) |
| Module 7 | Music and Creative Arts (Lesson Plan 4) |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 8</td>
<td><strong>Intentional Teaching Strategies</strong> (Lesson Plan 5)</td>
<td></td>
</tr>
<tr>
<td>Module 9</td>
<td>Tiered Instructional/Tiered Questioning Techniques and Student Diversity</td>
<td></td>
</tr>
<tr>
<td>Module 10</td>
<td><strong>Midterm Lesson</strong> Observations (Lesson Plan 6)</td>
<td></td>
</tr>
<tr>
<td>Module 11</td>
<td>Advancing Professional Behavior (Lesson Plan 7)</td>
<td></td>
</tr>
<tr>
<td>Module 12</td>
<td>Inquiry Based Learning Approach (Lesson Plan 8)</td>
<td></td>
</tr>
<tr>
<td>Module 13</td>
<td><strong>Review</strong> of the Integrated Curriculum Approach to Teaching (Lesson Plan 9)</td>
<td></td>
</tr>
</tbody>
</table>
**Cooperating teachers must receive lesson plans one week prior to your lesson demonstrations.**

**Evaluation of Students in the Field:**

Each cooperating teacher will be requested to complete a midterm and final evaluation of the student teacher’s performance in his or her classroom. The field experience evaluations will focus on the following topics:

- Student's interactions/rapport with the children
- Student's interactions with cooperating teachers, assistants, and other school personnel
- Strengths of student's teaching demonstration
- Areas for improvement
- Student's ability to provide developmentally appropriate instruction
- Student’ ability to transition students between activities
- Student's demonstration of classroom management and positive guidance principles
- Student's ability to observe, assess and evaluate his or her students during lessons and use the information gathered to differentiate instruction

All lesson observations and evaluations will be followed by a post-lesson discussion as part of the learning experience for you. During this conference with cooperating teachers, you will be encouraged to reflect on your own lesson demonstrations and self-assess your performance. In particular, the midterm and final lesson observations make up 20% of your course grade so it is suggested to seek the course instructor’s guidance and support when developing these lessons.

**Summary:**

The guidelines for the field experience have been intentionally developed with the possibility for a high-level of flexibility and individualization for students enrolled in this course.
Course Outline

Please note that there are 4 on-campus meetings which will be held during the first 4 weeks of the semester.

*Weekly participation on Moodle and 3 hours each week in the field are requirements of this course.